

## Furman Middle

3400 Bethel Church Rd.  
Sumter, SC 29154

**Grades** 6-8 Middle School

**Enrollment** 981 Students

**Principal** Dale D. Wilson 803-481-8519

**Superintendent** Dr. J. Frank Baker 803-469-6900

**Board Chair** James Griffin 803-481-2147

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

### BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	4	27	3

### IMPROVEMENT RATING

### UNSATISFACTORY

### ADEQUATE YEARLY PROGRESS

### NO

This school met 14 out of 21 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2002</b>	Average	Below Average	N/A
<b>2003</b>	Average	Unsatisfactory	No
<b>2004</b>	Average	Below Average	No
<b>2005</b>	Below Average	Unsatisfactory	No

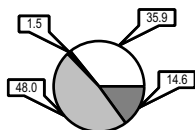
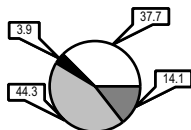
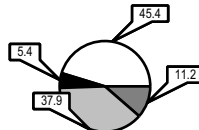
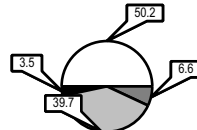
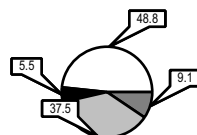
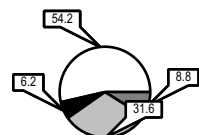
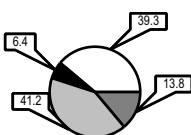
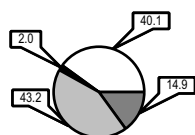
**DEFINITIONS OF SCHOOL RATING TERMS**

- **Excellent** – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** – School performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

96.3%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	965	100.0	35.9	48.0	14.6	1.5	24.6	Yes	Yes
<b>Gender</b>									
Male	469	100.0	40.6	47.6	10.9	0.9	19.3		
Female	496	100.0	31.4	48.5	18.1	2.0	29.7		
<b>Racial/Ethnic Group</b>									
White	467	100.0	28.0	50.5	19.2	2.3	30.8	No	Yes
African American	477	100.0	43.6	45.9	9.8	0.7	18.4	No	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	15	100.0	38.5	38.5	23.1	0.0	30.8	I/S	I/S
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	836	100.0	30.9	51.0	16.4	1.7	27.8		
Disabled	129	100.0	69.0	28.4	2.6	0.0	3.4	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	965	100.0	35.9	48.0	14.6	1.5	24.6		
<b>English Proficiency</b>									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	964	100.0	35.8	48.1	14.6	1.5	24.7		
<b>Socio-Economic Status</b>									
Subsidized meals	687	100.0	40.5	48.1	10.6	0.8	19.1	No	Yes
Full-pay meals	278	100.0	23.7	47.8	25.3	3.3	39.2		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	965	100.0	37.7	44.3	14.1	3.9	28.3	Yes	Yes
<b>Gender</b>									
Male	469	100.0	36.7	42.9	16.5	3.9	31.6		
Female	496	100.0	38.6	45.6	11.8	3.9	25.3		
<b>Racial/Ethnic Group</b>									
White	467	100.0	26.9	47.7	19.4	6.0	38.2	Yes	Yes
African American	477	100.0	48.9	41.1	8.2	1.8	17.7	No	Yes
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	15	100.0	30.8	46.2	15.4	7.7	46.2	I/S	I/S
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>									
Not Disabled	836	100.0	33.4	46.2	15.9	4.5	31.6		
Disabled	129	100.0	66.4	31.9	1.7	0.0	6.9	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	965	100.0	37.7	44.3	14.1	3.9	28.3		
<b>English Proficiency</b>									
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	964	100.0	37.6	44.4	14.1	3.9	28.4		
<b>Socio-Economic Status</b>									
Subsidized meals	687	100.0	41.6	44.9	10.7	2.8	23.1	No	Yes
Full-pay meals	278	100.0	27.3	42.9	22.9	6.9	42.0		

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	965	100.0	45.4	37.9	11.2	5.4	16.6
<b>Gender</b>							
Male	469	100.0	42.9	36.0	14.2	7.0	21.1
Female	496	100.0	47.8	39.7	8.5	3.9	12.4
<b>Racial/Ethnic Group</b>							
White	467	100.0	33.8	41.7	16.2	8.3	24.5
African American	477	100.0	56.6	35.0	6.1	2.3	8.4
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	15	100.0	53.8	23.1	23.1	0.0	23.1
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	836	100.0	40.9	40.1	12.8	6.2	19.0
Disabled	129	100.0	75.9	23.3	0.9	0.0	0.9
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	965	100.0	45.4	37.9	11.2	5.4	16.6
<b>English Proficiency</b>							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	964	100.0	45.4	38.0	11.3	5.4	16.7
<b>Socio-Economic Status</b>							
Subsidized meals	687	100.0	51.6	36.5	9.5	2.5	12.0
Full-pay meals	278	100.0	29.4	41.6	15.9	13.1	29.0

<b>Social Studies</b>							
All Students	965	100.0	50.2	39.7	6.6	3.5	10.1
<b>Gender</b>							
Male	469	100.0	49.9	38.1	8.8	3.2	12.1
Female	496	100.0	50.4	41.3	4.6	3.7	8.3
<b>Racial/Ethnic Group</b>							
White	467	100.0	40.7	44.4	10.4	4.4	14.8
African American	477	100.0	59.3	35.2	3.0	2.5	5.5
Asian/Pacific Islander	2	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	15	100.0	61.5	38.5	0.0	0.0	0.0
American Indian/Alaskan	4	100.0	I/S	I/S	I/S	I/S	I/S
<b>Disability Status</b>							
Not Disabled	836	100.0	46.6	42.0	7.4	4.0	11.4
Disabled	129	100.0	74.1	24.1	1.7	0.0	1.7
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	965	100.0	50.2	39.7	6.6	3.5	10.1
<b>English Proficiency</b>							
Limited English Proficient	1	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	964	100.0	50.1	39.8	6.6	3.5	10.1
<b>Socio-Economic Status</b>							
Subsidized meals	687	100.0	55.6	38.5	3.9	2.0	5.9
Full-pay meals	278	100.0	35.9	42.9	13.9	7.3	21.2

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	344	100.0	38.9	42.8	16.8	1.5	18.3
	7	332	99.7	32.3	54.5	11.7	1.5	13.2
	8	323	100.0	28.8	58.4	12.2	0.6	12.8
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	303	100.0	48.6	36.7	12.9	1.8	14.7
	7	332	100.0	30.7	52.6	15.4	1.3	16.7
	8	330	100.0	29.3	53.9	15.5	1.3	16.8
<b>Mathematics</b>								
2004	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	344	100.0	28.0	50.4	16.5	5.0	21.5
	7	332	99.7	39.4	44.9	13.2	2.5	15.7
	8	323	100.0	39.1	48.8	7.5	4.7	12.2
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	303	100.0	23.7	50.4	19.8	6.1	25.9
	7	332	100.0	40.2	42.8	13.7	3.3	17.0
	8	330	100.0	48.0	40.1	9.2	2.6	11.8
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	303	100.0	45.7	32.0	14.4	7.9	22.3
	7	332	100.0	41.8	42.8	11.1	4.2	15.4
	8	330	100.0	49.0	38.2	8.6	4.3	12.8
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	303	100.0	53.6	34.9	6.5	5.0	11.5
	7	332	100.0	55.2	34.0	8.2	2.6	10.8
	8	330	100.0	41.8	50.0	5.3	3.0	8.2

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Middle Schools with Students Like Ours</b>	<b>Median Middle School</b>
<b>Students (n= 981)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	6.8%	Up from 6.1%	11.4%	15.5%
Retention rate	2.3%	Down from 2.8%	3.6%	3.0%
Attendance rate	95.8%	Up from 95.6%	95.6%	95.8%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.8%	Down from 4.6%	6.7%	4.7%
Students with disabilities other than speech taking PACT (Math) off grade level	3.8%	Down from 4.4%	6.3%	4.6%
Eligible for gifted and talented	14.3%	No change	11.5%	15.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	13.1%	Down from 14.3%	14.5%	13.6%
Older than usual for grade	10.0%	Up from 8.8%	7.0%	4.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.7%	Down from 0.8%	0.9%	0.8%
Annual dropout rate	0.0%	No change	0.0%	0.0%
<b>Teachers (n= 53)</b>				
Teachers with advanced degrees	45.3%	Down from 46.4%	48.9%	51.8%
Continuing contract teachers	71.7%	Up from 58.9%	74.4%	78.1%
Highly qualified teachers	78.7%	Down from 85.7%	88.8%	89.6%
Teachers with emergency or provisional certificates	13.6%	Up from 12.8%	7.9%	6.0%
Teachers returning from previous year	71.8%	Down from 72.8%	84.7%	85.4%
Teacher attendance rate	95.0%	Up from 93.6%	94.7%	94.9%
Average teacher salary	\$36,951	Up 0.3%	\$40,818	\$41,328
Prof. development days/teacher	11.6 days	Down from 17.4 days	11.8 days	11.5 days
<b>School</b>				
Principal's years at school	1.0	Down from 4.0	3.0	3.0
Student-teacher ratio in core subjects	24.9 to 1	Down from 25.9 to 1	20.6 to 1	21.3 to 1
Prime instructional time	89.9%	Up from 88.4%	88.9%	89.3%
Dollars spent per pupil*	\$4,714	Down 0.7%	\$6,411	\$6,022
Percent of expenditures for teacher salaries*	56.5%	Down from 60.4%	59.1%	61.7%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	88.6%	Down from 89.7%	97.7%	96.1%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	Down from Excellent	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	89.8%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

**Abbreviations for Missing Data**

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**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Providing challenging opportunities for all students to achieve academically and become productive citizens within their communities is the mission that is the driving force for Furman Middle School. The administration and staff are dedicated to fulfilling this mission and work to continuously improve the instructional program, while also providing a caring and supportive environment. The incorporation of character development and service learning activities provide students opportunities to see the impact that their positive actions have on their communities. Reading development in all subject areas is a key component in improved academic achievement and is heavily emphasized at Furman Middle School.

Co-curricular and extracurricular activities, such as athletics, present other opportunities to enhance learning. Before- and after-school programs offer even more opportunities for academic and social growth.

Furman Middle School recognizes the importance of its partnerships with the parents and the community. We continue to make efforts to communicate with them and involve them in the educational process whenever possible. We maintain our open door policy and encourage participation from parents and other members of the community that will help our students to reach their maximum potential.

Mr. Dale D. Wilson, Principal

Ms. Leah Burton, School Improvement Council Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	51	263	235
Percent satisfied with learning environment	88.2%	71.4%	79.4%
Percent satisfied with social and physical environment	92.0%	68.1%	70.7%
Percent satisfied with school-home relations	42.0%	77.3%	66.8%

\*Only students at the highest middle school grade level at this school and their parents were included.